

PROCEDURE

The student **will** submit the competency certificate to the Community College Early Childhood Department or designated representative for enrollment and placement during the admission process. To officially obtain advanced standing status, the student must be admitted to one of the colleges and enrolled in an Early Childhood program of study within one academic year of graduation from high school, the student must receive a minimum of an 80% in the equivalent high school course(s), and the student must have the signed certificate from the high school. Transferability of this course to a four-year institution will be determined by the receiving institution.

ARTICULATION AGREEMENT FOR ECE 103 INTRODUCTION TO EARLY CHILDHOOD EDUCATION

The student has satisfactorily completed the following competencies and artifact requirements:

1. Explain the roles of an early childhood professional.
2. Describe current issues and trends relevant to early childhood professionals.
3. Identify philosophers and theorists and how they influence early childhood today.
4. Explore and identify various careers in the field of early childhood.
5. Define best practice and the application in various early childhood settings.
6. Identify components of assessment for early childhood.
7. Recognize principles of ethical and professional behavior.
8. Describe strategies to promote family and community partnerships.

Portfolio Artifacts: All students will be expected to present artifacts from this course that they deem suitable for a cumulative professional portfolio. The artifacts will serve as evidence of the students' understanding of the Early Childhood Standards as outlined by NAEYC and INTASC, FCS National Standards and FCCLA National Programs. (Attached) The artifacts and reflective captions document each student's knowledge, skills, and dispositions as reflected in learning opportunities completed in this course.

Performance Level: A performance level of 80% is recommended.

Timeline to Articulate: Enrollment in an applicable postsecondary program must occur within one academic year of graduation from high school.

Secondary Procedure: The secondary Family and Consumer Sciences instructors shall complete and sign the certificate as well as obtain the principal's signature.

Postsecondary Procedure: The student must submit the certificate to the postsecondary program department or an enrollment officer during the admission process.

Transcript Recording: Time of certificate recording on transcript will depend on the established policy of the receiving institution.

Baccalaureate Implications: Transferability of these competencies to a four-year degree will be determined by the receiving institution.

Student Outcomes/Competencies: ECE 103 Introduction to Early Childhood Education

The following grid is a comparison between the National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation and Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. This grid is expanded from the grid used in "Preparing Early Childhood Professionals; NAEYC's Standards for Associate Degree Programs". The standards addressed in the course are identified with an "X". In addition, the competencies have been cross-walked with the Family and Consumer Sciences (FCS) National Standards and FCCLA*.

NAEYC Standards for Professional Preparation of Students at the Associate Degree Level	NAEYC Standards Addressed	INTASC Standards	FCS National Standards	FCCLA Integration Through STAR Events**
<i>Promoting Child Development and Learning</i>				
1a: Knowing and understanding young children’s characteristics and needs	X	2K; 5K; 7K	Standard 4	Focus on Children; Early Childhood***
1b: Knowing and understanding the multiple influences on development and learning	X	2K; 3K/D;	Standard 4	Focus on Children; Early Childhood***
		5K; 7K	Standard 4	Focus on Children; Early Childhood***
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments		2 D/ P; 3 P	Standard 4	Focus on Children; Early Childhood***
		5 K/ D/P;	Standard 4	Focus on Children; Early Childhood***
		7 K/ D/ P	Standard 4	Focus on Children; Early Childhood***
<i>Building Family and Community Relationships</i>				
2a: Knowing about and understanding family characteristics	X	3 K; 10K	Standard 6	Focus on Children; Early Childhood***
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	X	3 D /P; 7 K/D/P	Standard 6	Focus on Children; Early Childhood***
		10 D/P	Standard 6	Focus on Children; Early Childhood***
2c: Involving families and communities in their children’s development and learning		3 P; 7 K/D/P	Standard 6	Focus on Children; Early Childhood***
		10 D/P	Standard 6	Focus on Children; Early Childhood***
<i>Observing, Documenting and Assessing to Support Young Children and Families</i>				
3a: Understanding the goals, benefits and uses of assessment	X	5 K; 7K; 8 K	Standard 4	Early Childhood and Teach & Train***
3b: Knowing about and using observation, documentation and other appropriate assessment tools	X	5 D/P; 7 K/D/P	Standard 4	Early Childhood and Teach & Train***
		8 K/D/P	Standard 4	Early Childhood and Teach & Train***
3c: Understanding and practicing responsible assessment		5 D/P; 7 D/P;	Standard 4	Early Childhood and Teach & Train***
		8 K/D/P	Standard 4	Early Childhood and Teach & Train***
3d: Knowing about assessment partnerships with families and other		5 K; 7 K/D; 8 D	Standard 4	Early Childhood and Teach & Train***

professionals				
<i>Teaching and Learning</i>				
4a: Connecting with children and families	X	6 K/D/P; 7 K/D/ P;	Standard 4, 6,12	Focus on Children; Early Childhood***
		10 K/D/ P	Standard 4,6,12	Focus on Children; Early Childhood***
4b: Using developmentally effective approaches		1 D/P; 2 K/D/P;	Standard 4,6,12	Focus on Children; Early Childhood***
		3 D/P; 4/K/D/P;	Standard 4,6,12	Focus on Children; Early Childhood***
		5/K/D/P; 6/K/D/P;	Standard 4,6,12	Focus on Children; Early Childhood***
		7/K/D/P	Standard 4,6,12	Focus on Children; Early Childhood***
4c: Understanding content knowledge in early education	X	1 K/D	Standard 4	Focus on Children; Early Childhood***
4d: Building meaningful curriculum		1 K/D/P; 2/K/D/P;	Standard 4	Focus on Children; Early Childhood***
		4 K/D/P; 5K/D/P;	Standard 4	Focus on Children; Early Childhood***
		7 K/D/P	Standard 4	Focus on Children; Early Childhood***
<i>Becoming a Professional</i>				
5a: Identifying and involving oneself with the early childhood field	X	9 K/P; 10 D/P	Standard 4	Focus on Children; Early Childhood***
5b: Knowing about and upholding ethical standards and other professional guidelines	X	9 K/D/P; 10 K/D/P	Standard 4	Focus on Children; Early Childhood***
5c: Engaging in continuous, collaborative learning to inform practice		9 K/D/P; 10 K/D/P	Standard 4	Focus on Children; Early Childhood***
5d: Integrating knowledgeable, critical and reflective perspectives on early education	X	9 K/D/P; 10 D/P	Standard 4	Focus on Children; Early Childhood***
5e: Engaging in informed advocacy for children and the profession		9 D/P; 10D/P	Standard 4	Focus on Children; Early Childhood***
K = Knowledge; D = Dispositions; P = Performance				
*Family, Career and Community Leaders of America, Inc.® (FCCLA) is a nonprofit national career and technical student leadership organization for young men and women in Family and Consumer Sciences education in public and private schools through grade 12.				
** STAR Events (Students T aking A ction with R ecognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.				
***Additional integration may take place in these additional: Teach & Train; Entrepreneurship; Career Investigation; Illustrated Talk; Chapter Showcase, Applied Technology, Job Interview, Chapter Service and National Programs in Action (Families First) when a specific early childhood topic is being researched.				